

Fort Worth Independent School District
126 East Handley Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Mission Statement:

As a community of diverse learners, we at East Handley Elementary are dedicated to motivating all students to reach their highest level of academic achievement. Our climate will embody the values of respect, perseverance and integrity. Through our results-oriented practices, shared focus on learning and collaborative culture, we will foster an optimal environment where students, teachers and staff are valued and encouraged to think critically and lead ethically.

Vision

Vision Statement:

East Handley will be a high performing school that will provide a safe and equitable environment where ALL voices are valued. We will continue to provide quality and culturally responsive instruction aligned to students' academic and social- emotional needs. These efforts will result in a culture of sustainable success and excellence.

Value Statement

East Handley Student Pledge:

We are the East Handley Bears

And Paw Pride gives us power.

This is our pledge to show positive behavior.

We promise to be responsible in all we do,

We will respect ourselves, our classmates and our leaders too.

We will be safe and orderly everywhere we go,

And we will do our best as we learn and grow!

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2021

Demographics

Demographics Summary

East Handley is a pre-k thru 5th grade campus. We are a neighborhood school. The majority of our students are transported to and from school by a parent.

We have 51 total staff assigned to our campus.

Campus Level Full time staff:

- 26 Teachers Positions (1 Vacancy)
- 6 Teacher Assistants
- 2 Administrator
- 1 Counselor
- 1 Case Manager
- 1 Instructional Coach
- 1 Data Analyst
- 1 Librarian
- 1 School Nurse
- 3 Custodial Staff Positions (1 vacancy)
- 5 Nutritional Service Staff
- 2 Administrative Assistants

Staff Demographics

	Instructional (Teachers & Teacher Assistants)	Non-Instructional (Hourly)	Non-Instructional (Professional)	Campus Administrators
Hispanic	3 (TA's); 7 (Teachers) (32.5%)	8	0	1
African American	3 (TA's); 8 (Teachers) (35%)	1	1	1
White	10 Teachers (32.5%)		5	
Total	31	9	6	2

Student Demographics

We currently have 319 students. The disaggregated student populations are as follows:

- Hispanic: **59%** (188/319)
- African American: **31%** (98/319)
- Non-Hispanic White: **6%** (19/319)
- Asian: **2.5%** (8/319)
- Two or more: **1.5%** (5/319)
- Native American: 0/319
- Economic Disadvantage: **92%** (294/319)
- At-Risk: **67%** (215/319)

Demographics Strengths

61% (194/319) Hispanic Population

Hispanic students' attendance average is 94.96%.

African American student and staff population percentages are aligned.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pre-k African American students attendance average is 78.97 % for 2020 fall semester 1. **Root Cause:** The belief that pre-k attendance is optional is the result of low daily attendance averages.

Problem Statement 2 (Prioritized): The summary of all African American students 2020 fall semester 1 daily attendance average is 85.5%. **Root Cause:** Weak school, community and parent connection is the result of lower African American daily attendance averages.

Student Learning

Student Learning Summary

MOY MAP Growth:

For the Winter 2021 Math MAP Growth window our students performed at the current levels:

Grade	Mean RIT	Percentile
Kinder	151.7	62%
1st	169.5	45%
2nd	181.5	33%
3rd	194.3	38%
4th	196.9	10%
5th	206.6	15%

EOY Math MAP Growth Data:

Grade Mean RIT % Met Grade Norm

Kinder	159	46%
1st	174	47%
2nd	185	43%
3rd	196	37%
4th	196	15%
5th	206	28%

MAP Fluency

Percentage of students at the Meets or above level for the 2021 Winter MOY Assessment

Foundational Skills

Grade	Phonological	Phonics/	Listening	Picture
	Awareness	Word Recognition	Comprehension	Vocabulary
Kinder	75%	41%	66%	66%
1st	35%	18%	35%	76%
2nd			87%	60%

Grade	Phonological Awareness	Phonics/ Word Recognition	Listening Comprehension	Picture Vocabulary
3rd			88%	82%

Grade 2 Oral Reading 44% @ Meets or above

Grade 3 Oral Reading 63% @ Meets or above

Student Learning Strengths

- Grade 2 achievement gap of 28 points narrowed to 2 points between EL's and ED in the Fall 2020 to Winter 2021 Math MAP Growth assessment.
- Grade 3 EL's surpassed their projected growth rates by 1.8 points on the 2021 Winter English MAP Growth Literacy assessment.
- Grade 3 Title 1 students met their projected growth rate on the 2021 Winter MAP Growth Math assessment
- EOY MAP Growth average RIT scores for Spanish Reading in kindergarten, first and third grades were above the EOY National Norm Mean RIT scores.
- EOY MAP Growth average RIT scores for Math kindergarten was above the EOY National Norm Mean RIT scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students. **Root Cause:** The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.

Problem Statement 2 (Prioritized): Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment. **Root Cause:** The lack of alignment of math activities and instruction resulted in not meeting the projected growth.

School Processes & Programs

School Processes & Programs Summary

Below are the current data for student programs:

Gifted and Talented: 12% (38/319)

Talent Pool:

ESL Program: 2% (7/319)

DLE Program: 39% (125/319)

Pre-K Program: 12 % (38/319)

SPED Program: 12% (38/319)

504 Program:

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 38/319 (12%) students have been identified as Gifted and Talented. **Root Cause:** The lack of teacher GT professional development has resulted in poor screening practices and under representation of GT nominations.

Perceptions

Perceptions Summary

Panorama Student SEL Survey

-87% of 3rd-5th grade students with SEL data feel they have supportive relationships.

-76% of 3rd-5th grade students feel as though they have strong social connections with their teachers.

-46% of 3rd-5th grade students say they are able to regulate their emotions.

Panorama Teacher Survey

- 81 % of teachers feel they are effective in educating all students.

-76% of teachers feel East Handley is an inviting environment.

-53% of teachers feel they receive instructional feedback.

Perceptions Strengths

Panorama Student SEL Survey

- 77% of East Handley ES grades 3-5 students with data are on track in SEL in the 2020–2021 year (109 of 142). 20 students do not have SEL data.
- 81% of East Handley ES grade 3 students with data are on track in SEL in the 2020–2021 year (29 of 36). 7 students do not have SEL data.
- 73% of East Handley ES grade 4 students with data are on track in SEL in the 2020–2021 year (38 of 522). 10 students do not have SEL data.
- 78% of East Handley ES grade 5 students with data are on track in SEL in the 2020–2021 year (42 of 54). 3 students do not have SEL data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Thirty-seven percent of East Handley grade 3 students are able to regulate their emotions compared to 52% of pyramid same grade-level peers as shown on the 2020-2021 Panorama SEL student survey. **Root Cause:** The lack of campus-wide goal-oriented PBIS and Restorative Practices resulted in the lack of relationships and sense of community.

Priority Problem Statements

Problem Statement 1: The summary of all African American students 2020 fall semester 1 daily attendance average is 85.5%.

Root Cause 1: Weak school, community and parent connection is the result of lower African American daily attendance averages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students.

Root Cause 2: The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Thirty-seven percent of East Handley grade 3 students are able to regulate their emotions compared to 52% of pyramid same grade-level peers as shown on the 2020-2021 Panorama SEL student survey.

Root Cause 3: The lack of campus-wide goal-oriented PBIS and Restorative Practices resulted in the lack of relationships and sense of community.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 38/319 (12%) students have been identified as Gifted and Talented.

Root Cause 4: The lack of teacher GT professional development has resulted in poor screening practices and under representation of GT nominations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment.

Root Cause 5: The lack of alignment of math activities and instruction resulted in not meeting the projected growth.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Goals

Revised/Approved: September 27, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.





Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89.5% to 95% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 87.5% to 94% by May 2022.

Increase the percentage of African American students group (most marginalized by instruction on our campus from 83% to 92% by May 2022).

Evaluation Data Sources: CLI Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning/assessments, and data analysis to improve quality tier 1 literacy instruction.</p> <p>Strategy's Expected Result/Impact: By May 2022, there will be a minimum of 5% increase in the number of students performing at the Meets level in phonological awareness on the CLI and MAP Fluency assessments.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, teachers and MTSS staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-126-30-510-000000-22F10 - \$72,491</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students. Root Cause: The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.





Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 39.9% to 55% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36.9% to 55% by May 2022.

Increase the percentage of English Language students from 36.9% to 60% by May 2022.

Evaluation Data Sources: MAP Fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning/assessments, and data analysis to improve quality tier 1 literacy instruction.</p> <p>Strategy's Expected Result/Impact: 19% increase of ELL and grade 3 students performing at the meets or exceeds level of performance as measured by the MAP Fluency assessment by May 2022.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, teachers, Title 1 teacher assistant and MTSS team.</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-126-30-510-000000-22F10 - \$6,339</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students. Root Cause: The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.





Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 35.2% to 55% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 50.8% to 60% by May 2022.

Increase the percentage of African American students on our campus from 31.8% to 50% by May 2022.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning/assessments, and data analysis to improve quality tier 1 literacy instruction.</p> <p>Strategy's Expected Result/Impact: 15% increase of kinder through grade 5 students performing at the meets or exceeds level of performance as measured by the MAP Growth assessment by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS committee</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-126-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students. Root Cause: The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.</p>
School Processes & Programs
<p>Problem Statement 1: 38/319 (12%) students have been identified as Gifted and Talented. Root Cause: The lack of teacher GT professional development has resulted in poor screening practices and under representation of GT nominations.</p>





Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 63.2% to 74% by May 2022.

Increase the percentage of African American students from 58.3% to 75% by May 2022.

Evaluation Data Sources: CLI Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning, and data analysis to improve quality tier 1 math instruction.</p> <p>Strategy's Expected Result/Impact: 11% increase of PK students who score On Track on Circle Math by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS committee</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment. Root Cause: The lack of alignment of math activities and instruction resulted in not meeting the projected growth.</p>

Goal 2: Early Math


Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.


Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 50% to 64% by May 2022.


Increase the percentage of African American students from 35.7% to 50% by May 2022.


Evaluation Data Sources: TX-KEA Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning, and data analysis to improve quality tier 1 math instruction.</p> <p>Strategy's Expected Result/Impact: 14% increase of Kinder students who score On Track on TX-KEA Math by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS team.</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment. Root Cause: The lack of alignment of math activities and instruction resulted in not meeting the projected growth.</p>

Goal 2: Early Math





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 36.7% to 50% by May 2022.

Increase the percentage of African American students from 27.5% to 45% by May 2022.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning, and data analysis to improve quality tier 1 math instruction.</p> <p>Strategy's Expected Result/Impact: 14% increase of kinder- grade 5 students who Meet or Exceed projected growth on MAP Growth by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS Committee</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Substitute for Teacher PD - Title I (211) - 211-11-6112-0PD-126-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment. Root Cause: The lack of alignment of math activities and instruction resulted in not meeting the projected growth.</p>





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 31.9% to 45% by May 2022.

Increase the percentage of African American students from 26.3% to 45% by May 2022.

Evaluation Data Sources: STAAR Literacy

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning, and data analysis to improve quality tier 1 literacy instruction.</p> <p>Strategy's Expected Result/Impact: 14% increase of 3-5 grade students scoring at MEETS or above on STAAR Reading by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS committee.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Thirty-five percent of English-speaking grade 1 students met grade-level expectations on the phonological awareness skills on the 2020-2021 MOY MAP Fluency assessment compared to 62% of Spanish-speaking grade 1 students. Root Cause: The lack of aligned common assessments and monitoring of phonological skills in the regular program classrooms resulted in the weak phonological performance of grade 1 students.</p>


Goal 3: CCMR


Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.


Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25.8% to 45% by May 2022. Increase the percentage of African American students from 12.3% to 35% by May 2022.


Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the ILT through implementing systems and protocols to support and monitor research-based instructional practices, aligned planning, and data analysis to improve quality tier 1 math instruction.</p> <p>Strategy's Expected Result/Impact: 20% increase of 3-5 grade students scoring at MEETS or above on STAAR Math by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers and MTSS committee.</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Grade 3 Hispanic students increased their mean RIT score by 1.5 points yet missed the projected growth by 10.5 points on the 2020-2021 Winter MAP Growth math assessment. Root Cause: The lack of alignment of math activities and instruction resulted in not meeting the projected growth.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 27.7% to 20% by May 2022.

Decrease the number and percentage of African American students from 47.9% to 40% by May 2022.

Evaluation Data Sources: Focus attendance data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Panorama Playbook as well as a campus-wide SEL system that monitors and provides PBIS & RP structures w/in each classroom.</p> <p>Strategy's Expected Result/Impact: 7% decrease in chronic absenteeism by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teacher, and SEL staff.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Third-party SEL contracted service program that focuses on developing and strengthening student social, mental, emotional, and academic skills for at-risk students. - SCE (199 PIC 24) - 199-32-6299-001-126-24-313-000000- - \$2,604</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Thirty-seven percent of East Handley grade 3 students are able to regulate their emotions compared to 52% of pyramid same grade-level peers as shown on the 2020-2021 Panorama SEL student survey. Root Cause: The lack of campus-wide goal-oriented PBIS and Restorative Practices resulted in the lack of relationships and sense of community.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 65.6% to 73% by May 2022.

Increase positive response by African American students from 65% to 73% by May 2022.

Evaluation Data Sources: Panorama SEL survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Panorama Playbook as well as a campus-wide SEL system that monitors and provides PBIS & RP structures w/in each classroom.</p> <p>Strategy's Expected Result/Impact: 8% increase in positive student responses on the learning environment section on the Panorama SEL Survey by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers, and SEL staff.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-32-6299-04E-126-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Thirty-seven percent of East Handley grade 3 students are able to regulate their emotions compared to 52% of pyramid same grade-level peers as shown on the 2020-2021 Panorama SEL student survey. Root Cause: The lack of campus-wide goal-oriented PBIS and Restorative Practices resulted in the lack of relationships and sense of community.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 2.3 to 0 by May 2022.

Evaluation Data Sources: FWISD District Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Panorama Playbook as well as a campus-wide SEL system that monitors and provides PBIS & RP structures w/in each classroom.</p> <p>Strategy's Expected Result/Impact: Decrease the number of in and out of school suspensions for African American students to 0% by May of 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers, SEL staff.</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Thirty-seven percent of East Handley grade 3 students are able to regulate their emotions compared to 52% of pyramid same grade-level peers as shown on the 2020-2021 Panorama SEL student survey. Root Cause: The lack of campus-wide goal-oriented PBIS and Restorative Practices resulted in the lack of relationships and sense of community.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 81.2% to 88% by May 2022. Increase the positive perception of parents of African American students from ___% to ___% by May 2022.

Evaluation Data Sources: Panorama Parent Survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity through w/in the ILT and attendance committee through scheduled Family Engagement collaborative time, implementation of tier attendance plan & community surveys to analyze feedback and prioritize strategies to increase family engagement and student attendance."</p> <p>Strategy's Expected Result/Impact: 7% increase of the positive perception of parents on Engagement on the district's Parent Survey by May 2022.</p> <p>Staff Responsible for Monitoring: ILT, teachers, Family and Campus Community Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-126-30-510-000000-22F10 - \$706, - Title I (211) - 211-61-6116-04L-126-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: The summary of all African American students 2020 fall semester 1 daily attendance average is 85.5%. Root Cause: Weak school, community and parent connection is the result of lower African American daily attendance averages.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-126-30-510-000000-22F10	\$72,491.00
1	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-126-30-510-000000-22F10	\$6,339.00
1	3	1		Supplies and materials for instructional use	211-11-6399-04E-126-30-510-000000-22F10	\$5,000.00
2	3	1	Substitute for Teacher PD	Subs for professional development	211-11-6112-0PD-126-30-510-000000-22F10	\$2,000.00
4	2	1		Contracted student support services	211-32-6299-04E-126-30-510-000000-22F10	\$5,000.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-126-30-510-000000-22F10	\$706.00
4	4	1		Extra duty for family engagement activities after hours	211-61-6116-04L-126-30-510-000000-22F10	\$1,000.00
Sub-Total						\$92,536.00
Budgeted Fund Source Amount						\$92,536.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	1	1	Third-party SEL contracted service program that focuses on developing and strengthening student social, mental, emotional, and academic skills for at-risk students.	Contracted student support services	199-32-6299-001-126-24-313-000000-	\$2,604.00
Sub-Total						\$2,604.00
Budgeted Fund Source Amount						\$2,604.00
+/- Difference						\$0.00
Grand Total						\$95,140.00